



Ellistown Primary School SEND Information Report

For pupils with Special Educational Need and Disability (SEND)

At Ellistown Primary School we strive to support all children to enable them to achieve at school. There is a shared expectation that all pupils including those with special educational needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

In order to do this many steps are taken to support them through their learning journey.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

Intervention
Access to learning and the curriculum
Strategies/programmes to support speech and language • Speech and language therapist advice followed by teaching staff • Access to experienced speech and language teaching assistants • Specific differentiation or modification of resources eg; use of symbols • Guided speech and language group work delivered by support staff following speech therapy advice • Speech therapist when EHC Plan specifically stipulates number of hours • Use of wave 3 intervention for small groups such as 'Talkboost'
Strategies to support/develop literacy inc. reading • Adapted tasks and resources • Focused, small group guided sessions including reading • Small group intervention programmes, for example focussing on comprehension or phonics • Access to Wave 3 interventions such as, 'Nessy', 'Acceleread/Acclewrite' for targeted individuals who meet the criteria • Booster classes where appropriate in Year 6 • One to one sessions with the Special Educational Needs teacher • Opportunities for alternate ways of recording, other than writing such as 'Clicker 6', 'Talk-Tins', Dictaphones. • Access to a 'Reader Pen'.
Strategies to support/develop numeracy • Small group/individual support for example with additional practice for number bonds or tables • Flexible working groups within the classroom • Use of small visual apparatus to support kinaesthetic learners



- Use of intervention materials for small groups
- Use of evidence-based interventions on a one-to-one basis such as 'Plus 1' and 'The Power of 2'

Access to learning support staff

- In core subjects
- In practical subjects
- For group work
- Homework clubs

Provision to facilitate/support access to the curriculum

- Some small group/individual withdrawals depending on need
- Personalised activities as appropriate
- Access to resources to aid learning such as small apparatus to help with counting in maths and 100 squares
- We have a range of ICT equipment including ipads, laptops, cameras and recording equipment to support children in recording their work in different ways across the school environment
- Access to Clicker 6 - talking text software to support literacy skills
- Pre-teaching of key learning takes place with individuals/small groups
- Adult scribe when writing is not the main focus
- Work/instructions are broken down into small steps

Strategies to support/develop independent learning

- Visual timetables for class/individual need
- Our Working Walls have examples of teacher models to support independent learning
- Homework club
- Vocabulary displayed in classrooms
- Word mats
- Personalised activities
- Scaffolded writing plans
- Access to ear defenders or quiet spaces
- Use of white boards to scribe ideas

Pastoral Support

Strategies to support the development of students' social skills and enhance self-esteem

- Small group programmes such as Talkboost
- Elsa sessions, either one to one or group work
- The Boxall Profile
- Lunchtime clubs
- Access to ELSA
- Pastoral support staff support including working with families
- Social skills groups



- Lego Therapy
- Quiet room available lunch/break time
- Guidance to external support and information

Mentoring Activities

- Nurture chats by Pastoral staff and Teaching Support Staff
- In class strategies such as talking partners are used
- 'Buddy Corner' in the playground at lunchtime
- Ellistown Buddies Scheme – peer support provided by nominated 'Buddies', two children per year group

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Transition support and visits to support the transfer to secondary school
- Whole school approach to the 'Zones of Regulation', including individual support
- Sensory Circuits
- ELSA/Pastoral support sessions
- Pastoral Team support
- Regular contact and liaison with parents/carers as necessary
- Help to access external support for families
- Ellistown Buddy Scheme
- Sensory room
- Sensory garden
- Clubs both indoor and outdoor, such as Gardening club, yoga, mindfulness – often tailored to specific need
- Morning meet and greet if necessary
- Bespoke support plans

Strategies to support/modify behaviour

- All children are encouraged to follow 'The Ellistown Way'.
- Positive behaviour strategies (in line with the behaviour policy)
- The Boxall Profile
- Individualised 'Positive Behaviour plan'
- Pastoral Team support for children and families
- Regular brain-breaks, wobble cushions, concentration aids, standing desks, ear defenders

Support/supervision at unstructured times of the day including personal care

- Break time – safe-space
- Lunch time – safe-space
- Trained staff supervising during break periods
- Reminding children to visit the toilet frequently and have drinks
- Play coaches
- Older children "Key Stage One Helpers" organise games and play with younger children at playtimes



- Lunchtime clubs, both indoors and out
- Structured activities during lunch time play
- Pastoral support
- Sensory room
- Intimate care policy

Planning and Assessment

- Teachers plan daily lessons to meet the needs of all pupils in their classes to promote learning for all
- Teachers also plan additional provision for small groups (Wave 2) and (Wave 3) to support learning needs
- Teachers assess pupils daily to see how they are accessing their learning.
- For pupils with SEND they apply the criteria for access arrangements for pupils taking externally marked or moderated tests
- SEND children will have a Pupil Profile with individual targets, which is annotated regularly by the class teacher
- SEND children's progress will be monitored and assessed for small-steps progress through evidence-based interventions, standardised assessments and individualised assessment trackers for the core subjects.

Liaison/communication with professionals/parents, attendance at meetings and preparation of reports

- All parents receive a full school report each year. If parents require a separate copy (for example with separated parents) this can be arranged via the school office
- There are termly opportunities for all parents to review their child's progress at Sharing Learning sessions or open afternoons
- There is an open-door policy and parents may speak to staff members at the start or end of school or make an appointment to discuss more lengthy or private matters
- For pupils with Pupil Profiles the SENDCO will contact parents termly to review progress and discuss new targets
- For pupils working with outside agencies parents will be invited into school to meet with these outside professionals to understand the nature of work taking place.

Access to medical care

- Care plans for pupils with medical needs
- Trained staff in basic first aid, care for pupils with epilepsy and anaphylaxis (epipens)



The following link will direct you to the Leicestershire County Council's Local Offer. This site brings together information with regards to a wide range of services and support available for children and young people aged 0-25 with Special Educational Needs and/or Disabilities (SEND).

<https://www.leicestershire.gov.uk/popular-now/directories/information-and-support-directory/leicestershires-send-local-offer>

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